

## CHARLESTOWNE ACADEMY

5841 Rivers Avenue  
North Charleston, SC 29406

**GRADES** K-12 Elementary School

**ENROLLMENT** 367 Students

**PRINCIPAL** Edward Tichi 843-746-1349

**SUPERINTENDENT** Dr. Maria L. Goodloe 843-937-6319

**BOARD CHAIR** Ms. Nancy Cook 843-760-2635

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

Good

Average

Below Average Unsatisfactory

3

47

44

2

0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Below Average	N/A
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	Yes

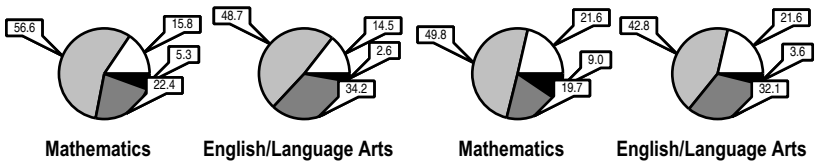
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

84.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Mathematics - State Performance Objective = 15.5%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	39	100.0	15.8	52.6	31.6	N/A	31.6
	<b>Grade 4</b>	23	100.0	17.4	52.2	26.1	4.3	30.4
	<b>Grade 5</b>	25	100.0	34.8	47.8	17.4	N/A	17.4
	<b>Grade 6</b>	20	100.0	45.0	25.0	25.0	5.0	30.0
	<b>Grade 7</b>	55	100.0	16.7	61.1	22.2	N/A	22.2
	<b>Grade 8</b>	51	100.0	9.8	72.5	17.6	N/A	17.6
<b>2004</b>	<b>Grade 3</b>	22	100.0	4.5	22.7	63.6	9.1	72.7
	<b>Grade 4</b>	29	100.0	13.8	58.6	27.6	N/A	27.6
	<b>Grade 5</b>	25	100.0	24.0	60.0	16.0	N/A	16.0
	<b>Grade 6</b>	42	100.0	38.1	42.9	19.0	N/A	19.0
	<b>Grade 7</b>	39	100.0	28.2	48.7	23.1	N/A	23.1
	<b>Grade 8</b>	44	100.0	2.3	54.5	43.2	N/A	43.2
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	39	97.4	31.6	55.3	13.2	N/A	13.2
	<b>Grade 4</b>	23	100.0	26.1	56.5	13.0	4.3	17.4
	<b>Grade 5</b>	25	100.0	30.4	47.8	21.7	N/A	21.7
	<b>Grade 6</b>	20	100.0	10.0	55.0	25.0	10.0	35.0
	<b>Grade 7</b>	55	100.0	24.1	51.9	13.0	11.1	24.1
	<b>Grade 8</b>	51	100.0	31.4	64.7	3.9	N/A	3.9
<b>2004</b>	<b>Grade 3</b>	22	100.0	13.6	50.0	36.4	N/A	36.4
	<b>Grade 4</b>	29	100.0	13.8	62.1	17.2	6.9	24.1
	<b>Grade 5</b>	25	100.0	20.0	56.0	16.0	8.0	24.0
	<b>Grade 6</b>	42	100.0	19.0	31.0	40.5	9.5	50.0
	<b>Grade 7</b>	39	100.0	28.2	48.7	10.3	12.8	23.1
	<b>Grade 8</b>	44	100.0	25.0	59.1	9.1	6.8	15.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 367)				
First graders who attended full-day kindergarten	92.3%	N/C	100.0%	100.0%
Retention rate	1.7%	N/A	2.9%	2.7%
Attendance rate	99.6%	Up from 95.0%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.7%	3.5%
Eligible for gifted and talented	20.1%	Up from 12.3%	13.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.6%	Down from 6.0%	9.4%	8.2%
Older than usual for grade	1.9%	Down from 14.1%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	50.0%	Down from 51.9%	49.5%	51.4%
Continuing contract teachers	73.1%	Down from 77.8%	89.4%	87.5%
Highly qualified teachers**	85.0%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	9.5%		0.0%	0.0%
Teachers returning from previous year	72.4%	Up from 71.3%	86.5%	86.7%
Teacher attendance rate	97.0%	Up from 94.0%	94.4%	94.9%
Average teacher salary	\$38,330	Down 0.8%	\$40,360	\$40,760
Prof. development days/teacher	10.6 days	Up from 7.5 days	12.5 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Down from 24.1 to 1	19.0 to 1	18.9 to 1
Prime instructional time	94.7%	Up from 87.9%	89.4%	90.0%
Dollars spent per pupil*	\$4,774	Down 6.8%	\$5,756	\$6,044
Percent of expenditures for teacher salaries*	64.3%	Down from 65.1%	66.0%	65.9%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	94.3%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Charlestowne Academy is the only public, magnet school in Charleston County that serves students from kindergarten through twelfth grade. Our school, which was founded by parents in 1997, is the only school in South Carolina that is based on a proactive parent-teacher-student partnership. When parents enroll their child in our school, they agree to be involved in their child's education at home and at school. For example, parents willingly spend many hours closely monitoring homework and volunteering their time assisting school personnel with many educational activities. Through a wide variety of donated expertise our parents have invested their heads, hands and hearts in creating a school environment that welcomes students and motivates them to learn.

Our 2003-2004 enrollment was 375 students. Our enrollment is based on a random lottery selection system resulting in a student body with varied backgrounds and abilities. Due to the strength of our back-to-basics curriculum, we have taken our broad mix of students during our seven years of existence to the point where our standardized test results place our school among the best performing schools in Charleston County.

In December 2003 our school received its first ever accreditation from The Southern Association of Colleges and Schools. We were honored for the second time in three years by The State Department of Education as a Palmetto Gold Award winning school. Our school's three report cards have been average or better for the third year in a row.

Our high school students' SAT scores during the 2002-2003 school year went up by an average of 85 points over the previous year. Charlestowne Academy High School was among the nine high schools out of 181 high schools in South Carolina to meet AYP standards during the 2002-2003 school year.

Our school's average daily attendance for the 2003-2004 school year was almost 99.5%, placing us among the top five schools out of 72 schools in Charleston County. Our unique reading program, Spalding ELA, has provided us with the ability to consistently teach all of our kindergarten students how to read and write.

During the 2004-2005 school year the Charleston County School District's Hearing Impaired Program will relocate to our campus. Hearing impaired students will benefit greatly from their ability to remain together throughout their thirteen years of public school education.

Our business partners to date have included Publix, Harris Teeter, Food Lion, Bi Lo, Ravenswood Plantation, Stockade Storage, Hess #40609, Bojangles, Coke Consolidated, Lowes, Piggly Wiggly, Buck Lumber, and Carolina Family Care. With their help and the ongoing support of every family in the school, we will continue to demonstrate the phenomenal success of our back-to-basics curriculum and our parent-teacher-student partnership.

Edward Tichi, Principal  
Bonnie Smith, Governing Council President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	16	25	37
<b>Percent satisfied with learning environment</b>	75.0%	66.7%	70.3%
<b>Percent satisfied with social and physical environment</b>	81.3%	72.0%	72.2%
<b>Percent satisfied with home-school relations</b>	93.3%	84.0%	70.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.